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| **Lesson Plan – Design Inquiry Learning** | |
| **Course** |  |
| **Topic** |  |
| **Learning Outcomes** |  |
| **Inquiry focus - question** |  |
| **Student-centered approaches** |  |
| **Summary of task** |  |
| **Assessment** |  |
| **Resources** |  |
| **Notes** |  |

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|  | **Description** | **Your Lesson Plan Specifics,**  **e.g., scaffolds, technologies, questions** |
| **Authenticity/**  **Planning**   | * Identify a topic area for inquiry * Identify possible information sources * Identify audience and presentation format * Establish evaluation criteria * Outline a plan for inquiry * What is being produced that contributes to the world’s knowledge? |  |
| **Academic Rigor/**  **Retrieving**   | * Develop an information retrieval plan * Locate and collect resources * Select relevant information * Evaluate information * Review and revise the plan for inquiry |  |
| **Processing**   | * Establish a focus for inquiry * Choose pertinent information * Record information * Make connections and inferences * Review and revise the plan for inquiry |  |
| **Creating**  ⌘ | * Create new and different learning experiences * Organize information * Create a product * Think about the audience * Revise and edit * Review and revise the plan for inquiry |  |
| **Beyond the School/**  **Sharing**  ✪ | * Learn from people they never would have been able to without the technology * Communicate with the audience * Present new understandings * Demonstrate appropriate audience behavior * Learn from each other * Share learning * Tell your story |  |
| **Assessment/**  **Evaluating**  ✔ | * Evaluate the product * Evaluate achievement of learning goals * Reflect on content * Reflect on process * Evaluate the inquiry process and inquiry plan * Review and revise personal inquiry model * Transfer learning to new situations/beyond school |  |

[Rubric for Inquiry Studies](http://galileo.org/rubric.pdf)